

Submitting Provider Name: \_\_\_\_\_

Are you submitting, with permission, a curriculum with no revisions owned by another entity that has previously submitted to DBHDID? Yes \_\_\_\_ No \_\_\_\_

**908 KAR 2 Community Support Associate (CSA)**  
**KY Department for Behavioral Health, Developmental and Intellectual Disabilities**  
**Ten(10)-Hours Core Curriculum Criteria Rubric**  
**to Satisfy Training Requirements**

The following curriculum rubric details the core competencies to be included in the 10 hour Core Competency Curriculum for the training of Community Support Associates (CSA). The curriculum submitted for approval should be reflective of services for adults and children/youth.

**Overview of Core Competency Requirements**

- If a training method other than in-person, face to face is chosen, video or other media used must be submitted with the curriculum.
- Interactive teaching strategies must be used for the Core Competencies.

**Detailed Curriculum Requirements**

**Directions for Curriculum Rubric:** Provide the submitting provider's name in the upper right corner on the first page. Provide the document file name of the corresponding core competency and then provide the page number for that specific item in the core competency as indicated in the following curriculum rubric. Please see the sections highlighted in yellow below. Once the information is completed save as a Word Document (preferred) or as a PDF. For information on submitting the curriculum and necessary documents, please go to the Kentucky Department of Behavioral Health, Developmental and Intellectual and Disabilities website at <http://dbhdid.ky.gov>

		<b>Completed by Submitter of the Curriculum</b> Provide document file name of the corresponding core competency and then provide the page number for each specific item in the core competency.	<b>Completed by the Reviewer</b>		
<b>Core Competencies of the Quality Curriculum</b>	<b>Specifics for the Curriculum</b>	<b>Example: Core Competency 1 (is the file name), Page 3</b>	<b>Does not Meet</b>	<b>Partially Meets</b>	<b>Meets</b>
<b>Core Competency 1. Engaging Consumers and Family Members (1 hour)</b>	<b>Effective Communication.</b>				
	Define OARS (Open-ended questions, Affirmations, Reflections and Summarizing) <i>(scored below)</i>				
	<ul style="list-style-type: none"> <li>Open-ended</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Affirmations</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Reflections</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Summarizing</li> </ul>	File Name: Page No.:			
	Provide evidence that OARS is practiced based upon the motivational interviewing technique.	File Name: Page No.:			
	<b>Family and Consumer Centered Services.</b>				
	Define concepts of: family driven, youth guided, consumer driven and system of care. <i>(scored below)</i>				
	<ul style="list-style-type: none"> <li>Family driven</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Youth guided</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Consumer driven</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>System of care</li> </ul>	File Name: Page No.:			

	Describe how these concepts (family driven, youth guided, consumer driven and system of care) are applicable to the scope of work as a <b>CSA</b> (provide an example of each) <i>(scored below)</i>			
	• Family driven (described and example given)	File Name: Page No.:		
	• Youth guided (described and example given)	File Name: Page No.:		
	• Consumer driven (described and example given)	File Name: Page No.:		
	• System of care (described and example given)	File Name: Page No.:		
	<b>Effective Engagement of Natural Supports.</b>			
	Define natural supports and provide an example of these supports (i.e., both personal and community) <i>(scored below)</i>			
	• Define natural supports	File Name: Page No.:		
	• Personal natural support defined	File Name: Page No.:		
	• Community natural support defined	File Name: Page No.:		
	Provide instruction on engagement strategies (specifically how to identify, link and develop natural supports) <i>(scored below)</i>			
	• Provide instruction on engagement strategies (identify natural supports)	File Name: Page No.:		
	• Provide instruction on engagement strategies (link natural supports)	File Name: Page No.:		
	• Provide instruction on engagement strategies (develop natural supports)	File Name: Page No.:		
	<b>Trauma-Informed Care.</b>			
	Define trauma to include: an understanding of the prevalence, the impact of trauma and the complexity to healing and recovery <i>(scored below)</i>			
	• Understanding of the prevalence	File Name: Page No.:		

	<ul style="list-style-type: none"> <li>Impact of trauma</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Complexity to healing and recovery</li> </ul>	File Name: Page No.:			
	Define trauma informed care	File Name: Page No.:			
	Describe the 5 core values within a culture of trauma-informed care which are: safety, trustworthiness, choice, collaboration and empowerment. <i>(scored below)</i>				
	<ul style="list-style-type: none"> <li>Safety</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Trustworthiness</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Choice</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Collaboration</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Empowerment</li> </ul>	File Name: Page No.:			
<b>Core Competency 2. Crisis Management (1 hour)</b>	<b>Behavioral Health Crisis Management.</b>				
	Define a behavioral health crisis.	File Name: Page No.:			
	Provide instruction on behavioral health crisis intervention strategies.	File Name: Page No.:			
	Provide instruction on writing a behavioral health crisis prevention plan.	File Name: Page No.:			
	<b>Suicide Prevention and Awareness.</b>				
	Define suicide risks, signs and behaviors (as described in the Zero Suicide Model) <i>(scored below)</i>				
	<ul style="list-style-type: none"> <li>Suicide risks</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Suicide signs</li> </ul>	File Name: Page No.:			

	<ul style="list-style-type: none"> <li>Suicide behaviors</li> </ul>	File Name:			
	Page No.:				
	Identify 3-5 appropriate responses when working with a potential suicide risk ( <i>scored below</i> )				
	Example 1 appropriate response	File Name:			
	Page No.:				
	Example 2 appropriate response	File Name:			
	Page No.:				
Core Competency 3. Self-advocacy & Navigation Skills (1 hour)	Example 3 appropriate response	File Name:			
	Page No.:				
	Example 4 appropriate response (optional)	File Name:			
	Page No.:				
	Example 5 appropriate response (optional)	File Name:			
	Page No.:				
	<b>Self-advocacy Skills.</b>				
	Define self-advocacy skills for the <u>CSA</u>	File Name:			
	Page No.:				
	Provide examples of self-advocacy skills for the <u>CSA</u> ( <i>scored below</i> )				
	Example 1 self-advocacy skills for CSA	File Name:			
	Page No.:				
	Example 2 self-advocacy skills for CSA	File Name:			
	Page No.:				
	Example 3 self-advocacy skills for CSA	File Name:			
	Page No.:				
	Instruction on how to assist consumers in becoming a self-advocate	File Name:			
	Page No.:				
	<b>Navigating the Health and Social Services Systems.</b>				
	Provide an overview of the regional health system	File Name:			
	Page No.:				
	Provide an overview of the regional social services system	File Name:			
	Page No.:				

<b>Core Competency 4. Behavior Modification Planning and Implementation (1 hour)</b>	Instruction on how to assist consumers on accessing services	File Name: Page No.:			
	<b>Independent Living Skills Training.</b>				
	Define daily living skills	File Name: Page No.:			
	Provide an overview of the developmental stages and appropriate independent living skills at each stage (all age spans) <i>(scored below)</i>				
	• Childhood - developmental stages and appropriate independent living skills	File Name: Page No.:			
	• Adolescence - developmental stages and appropriate independent living skills	File Name: Page No.:			
	• Adults - developmental stages and appropriate independent living skills	File Name: Page No.:			
	• Seniors - developmental stages and appropriate independent living skills	File Name: Page No.:			
	Instruction on intervention strategies for developing independent living skills	File Name: Page No.:			
	<b>Social Skills Training.</b>				
	Define social skills	File Name: Page No.:			
	Provide overview of developmental stages and appropriate social skills at each stage (all age spans) <i>(scored below)</i>				
	• Childhood – developmental stages and appropriate social skills	File Name: Page No.:			
	• Adolescence – developmental stages and appropriate social skills	File Name: Page No.:			
	• Adults – developmental stages and appropriate social skills	File Name: Page No.:			
	Instruction on intervention strategies for developing social skills	File Name: Page No.:			
	<b>Behavior Modification.</b>				
	Instruction on how to assist in the development of a behavior modification plan (include a sample plan in the curriculum) <i>(scored below)</i>				

	<ul style="list-style-type: none"> <li>Instruction on how to assist in the development of a behavior modification plan</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Sample plan included</li> </ul>	File Name: Page No.:			
	Instruction on how to apply behavior modification strategies and techniques (provide at least 4 examples) <i>(scored below)</i>				
	<ul style="list-style-type: none"> <li>Example 1 applying behavior modification strategies and techniques</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Example 2 applying behavior modification strategies and techniques</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Example 3 applying behavior modification strategies and techniques</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Example 4 applying behavior modification strategies and techniques</li> </ul>	File Name: Page No.:			
<b>Core Competency 5. Ethics (1 hour)</b>	<b>Boundary Issues.</b>				
	Define appropriate boundaries between the <u>CSA</u> and the client	File Name: Page No.:			
	Provide instruction on how to handle boundary breaches	File Name: Page No.:			
	<b>Confidentiality.</b>				
	Provide instruction on appropriate laws including Health Insurance Portability and Accountability Act (HIPAA) for the <u>CSA</u>	File Name: Page No.:			
	<b>Abuse/Neglect Issues: Adult and Child.</b>				
	Instruction on abuse and neglect reporting requirements	File Name: Page No.:			
<b>Core Competency 6. Cultural Competency (Awareness) (1 hour)</b>	<b>Cultural Competency (Awareness).</b>				
	Instruction on how to provide effective, equitable, understandable, and respectful quality care and services related to the following: <i>(scored below)</i>				
	Race/ethnicity	File Name: Page No.:			
	Lesbian, gay, bisexual and transgender	File Name: Page No.:			

	Deaf/hard of hearing	File Name: Page No.:			
	Poverty	File Name: Page No.:			
	Military/veterans	File Name: Page No.:			
	Rural populations	File Name: Page No.:			
	<b>Instruction for a basic understanding of customs, beliefs, values and appropriate interactions related to the following: <i>(scored below)</i></b>				
	Race/ethnicity	File Name: Page No.:			
	Lesbian, gay, bisexual and transgender	File Name: Page No.:			
	Deaf/hard of hearing	File Name: Page No.:			
	Poverty	File Name: Page No.:			
	Military/veterans	File Name: Page No.:			
	Rural populations	File Name: Page No.:			
<b>Core Competency 7. Documentation/ Regulations (0.5 hour)</b>	<b>Documentation/Regulations.</b>				
	Provide instruction on Medicaid regulations and documentation requirements for the service	File Name: Page No.:			
	Provide instruction on fraud, waste and abuse	File Name: Page No.:			
<b>Core Competency 8. Mental Health/Substance Use Issues (2 hour)</b>	<b>Understanding Mental Health &amp; Substance Use Issues.</b>				
	Provide an overview of diagnoses, symptoms, medication and treatment. <i>(scored below)</i>				
	• Diagnoses	File Name: Page No.:			



	<ul style="list-style-type: none"> <li>Symptoms</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Medication</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Treatment</li> </ul>	File Name: Page No.:			
	Define co-occurring	File Name: Page No.:			
	<b>Provide specific information on at least the following: <i>(scored below)</i></b>				
	Post-traumatic Stress Disorder (PTSD)	File Name: Page No.:			
	Attention Deficit Hyperactivity Disorder (ADHD)	File Name: Page No.:			
	Oppositional Defiant Disorder (ODD)	File Name: Page No.:			
	Bipolar Disorder	File Name: Page No.:			
	Depression/Anxiety Disorder	File Name: Page No.:			
	Schizophrenia	File Name: Page No.:			
	Personality Disorders	File Name: Page No.:			
	Substance Use Disorders	File Name: Page No.:			
<b>Core Competency 9. Strength-based Approach to Services (1 hour)</b>	<b>Strength-based Approach to Services.</b>				
	Define principles of a strength-based approach	File Name: Page No.:			
	Define resiliency	File Name: Page No.:			

	List at least 3 characteristics of resiliency <i>(scored below)</i>			
	• Example 1 characteristic of resiliency	File Name: Page No.:		
	• Example2 characteristic of resiliency	File Name: Page No.:		
	• Example 3 characteristic of resiliency	File Name: Page No.:		
	• Other example(s) – not scored	File Name: Page No.:		
	Define recovery	File Name: Page No.:		
	List at least 3 characteristics of recovery <i>(scored below)</i>			
	• Example 1 characteristic of recovery	File Name: Page No.:		
	• Example 2 characteristic of recovery	File Name: Page No.:		
	• Example 3 characteristic of recovery	File Name: Page No.:		
	• Other example(s) – not scored	File Name: Page No.:		
	<b>Relapse Prevention.</b>			
	Define relapse prevention	File Name: Page No.:		
	List at least 3 relapse prevention strategies <i>(scored below)</i>			
	• Example 1 relapse prevention strategy	File Name: Page No.:		
	• Example 2 relapse prevention strategy	File Name: Page No.:		
	• Example 3 relapse prevention strategy	File Name: Page No.:		

<b>Core Competency 10. Developmental Perspectives across the Life Span (0.5 hour)</b>	<b>Developmental Perspectives across the Life Span.</b>				
	Define the psychosocial stages of development for children, adolescents, and adults. <i>(scored below)</i>				
	• Children (psychosocial stages of development)	File Name:			
		Page No.:			
	• Adolescents (psychosocial stages of development)	File Name:			
		Page No.:			
	• Adults (psychosocial stages of development)	File Name:			
		Page No.:			
	Provide interventions and strategies specific to the following populations: early childhood, transitional age youth and geriatric population. <i>(scored below)</i>				
	• Early childhood (interventions and strategies)	File Name:			
		Page No.:			
	• Transitional age youth (interventions and strategies)	File Name:			
		Page No.:			
	• Geriatric population (interventions and strategies)	File Name:			
		Page No.:			